

Pupil premium strategy – Bloxwich Academy Primary

School overview

Detail	Data
Number of pupils in school	406 (N – 441)
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sue Shepherd
Pupil premium lead	Sue Shepherd
Governor / Trustee lead	Lynsey Draycott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£375,930
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Recovery premium funding allocation this academic year	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£375,930

Part A: Pupil premium strategy plan

Statement of intent

At Bloxwich Academy Primary School, when deciding how to use Pupil Premium funding, we carefully consider the school's context and the specific challenges our pupils face. Research conducted by the Education Endowment Foundation (EEF) identifies common barriers to learning for disadvantaged children, such as less support at home, weak language and communication skills, lower confidence, more frequent behavioural issues, and challenges with attendance and punctuality. Complex family situations may also hinder children's ability to thrive. Since each child's circumstances are unique, there is no "one size fits all" approach.

We involve all teaching staff in analysing data and identifying pupils who need additional support. This ensures that staff are fully aware of the strengths and areas for development across the school, enabling us to provide targeted support where it is needed most.

The priorities outlined in this Pupil Premium Strategy directly align with the School Development Plan, ensuring that funding is used to accelerate the impact of whole-school improvement strategies for disadvantaged pupils:

SDP Priority	PP Focus	Evidence of Impact
Writing & Oracy	Closing PP writing gap	KS2 writing data, moderation
EYFS Early Intervention	PP GLD improvement	GLD 76% vs national
Attendance	PP attendance above national	Attendance reports
Wellbeing	PP engagement & behaviour	Enrichment participation

Our Pupil Premium strategy is based on key principles drawn from research and our experience:

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We make appropriate provisions for pupils who belong to vulnerable groups, ensuring that the needs of socially disadvantaged pupils are carefully assessed and addressed.
- We recognise that not all pupils who receive free school meals are socially disadvantaged, and similarly, not all socially disadvantaged pupils are registered for free school meals.
- We reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified as being socially disadvantaged.
- Pupil Premium funding is allocated following a thorough needs analysis, prioritizing classes, groups, or individuals with the most urgent needs. Due to limited funding, not all pupils receiving free school meals will receive Pupil Premium interventions at all times.
- A tiered approach to spending helps us balance strategies for improving teaching, providing targeted academic support, and addressing wider needs.
- School leaders focus on a small number of priorities each year, choosing those likely to make the greatest impact, and ensuring effective implementation.
- The chosen approaches are grounded in strong external evidence, alongside the school's expert knowledge of its pupils, to inform decision-making.

We aim for our disadvantaged pupils, including those with Special Educational Needs and Disabilities (SEND), to make expected progress in reading, writing, and mathematics through high-quality teaching and targeted interventions. Our goal is to ensure these pupils have access to a broad range of support in school to address their individual needs.

To improve attendance and close the gap between disadvantaged and non-disadvantaged pupils, we provide intensive pastoral support for both pupils and parents. By doing so, we enable all pupils to fully engage with their learning experiences at Bloxwich Academy Primary School.

We are also committed to enriching the lives of our disadvantaged pupils through a variety of experiences, both in and out of school. By offering these opportunities, we aim to boost pupils' self-esteem and well-being, which in turn supports their academic achievement.

At Bloxwich Academy Primary School, decisions about the use of Pupil Premium funding are rooted in a precise understanding of our school context and the barriers faced by our disadvantaged pupils. Our community is located within one of the most deprived areas nationally, and this is reflected in persistently high levels of disadvantage, SEND, speech and language need, and wider social vulnerability.

Evidence from the Education Endowment Foundation (EEF), alongside our own assessment, attendance and safeguarding data, confirms that disadvantaged pupils are more likely to experience barriers including weak early language and communication, lower confidence and resilience, reduced support at home, attendance challenges and increased social and emotional needs. We recognise that these barriers are often interlinked and cumulative, and that there is no single solution or "one-size-fits-all" approach.

Our Pupil Premium strategy is therefore deliberately context-led, evidence-informed and responsive, designed to meet the needs of individual pupils rather than labels alone.

Core Principles Underpinning Our Strategy

Our approach is guided by the following principles:

- High-quality teaching is the primary lever for improvement. We prioritise strong, adaptive classroom practice for all pupils, with particular attention to disadvantaged learners.
- Provision is needs-led, not funding-led. Pupil Premium funding may be used to support any pupil identified as socially disadvantaged or vulnerable, regardless of FSM status.
- A tiered approach to spending balances investment in high-quality teaching, targeted academic support and wider pastoral and enrichment provision.
- Priorities are sharply focused. Leaders select a small number of strategies each year that are most likely to have the greatest impact and ensure these are implemented well.
- Decisions are grounded in evidence. We draw on EEF guidance, high-quality research and our professional knowledge of pupils and families.
- Responsibility is collective. All staff are accountable for the outcomes and lived experiences of disadvantaged pupils.

Our Aims for Disadvantaged Pupils:

We aim for disadvantaged pupils, including those with SEND, to make at least expected progress from their starting points in reading, writing and mathematics, and for increasing proportions to achieve age-related expectations and greater depth over time.

This is achieved through:

- A strong, coherent curriculum with explicit attention to vocabulary, reading fluency, writing structure and mathematical reasoning.
- Adaptive teaching strategies, including scaffolding, explicit modelling, pre-teaching and reduction of cognitive load.
- Targeted academic interventions delivered alongside, not instead of, high-quality classroom teaching.
- Early identification and intervention, particularly in EYFS and KS1, to prevent gaps widening.

Attendance, Wellbeing and Wider Support:

We recognise that academic success is inseparable from wellbeing and attendance. Disadvantaged pupils at Bloxwich are more likely to experience barriers linked to family circumstances, mental health and attendance patterns.

Our strategy therefore includes:

- Intensive pastoral and attendance support, including early intervention, home engagement and multi-agency working.
- A strong, trauma-informed wellbeing offer (accredited Platinum Attachment & Trauma Award), including ELSA, nurture-based approaches and emotional regulation support.
- A commitment to ensuring disadvantaged pupils can fully access enrichment, leadership roles and wider experiences, reduce social disadvantage and build confidence, resilience and aspiration.

Contextual Commitment:

Bloxwich Academy Primary is a two-form entry school serving approximately 435 pupils in the Beechdale/Leamore area of Walsall. Deprivation is deeply entrenched in Walsall and had worsened during the recession. Situated in a Lower Super Output Area ranked 1,379 out of 33,755 LSOAs in England where 1 is the most deprived LSOA, the school is in one of the 1% most deprived neighbourhoods in the country. (Index of Multiple Deprivation 2025). The Walsall local authority district contains 169 neighbourhoods. Only 6% of neighbourhoods in this area are more deprived than Birchills Leamore. It is most deprived in relation to employment. Only 2% of neighbourhoods in England are more deprived, and Birchills Leamore has a higher rate of income deprivation affecting children (IDACI) than most neighbourhoods in England.

Walsall is one of the most socially deprived areas of the West Midlands ranking 3rd in the Indices for Multiple Deprivation and the Income Deprivation Affecting for Older People measure

Despite significant socio-economic challenges, we maintain high expectations for every child. Our Pupil Premium strategy reflects our belief that disadvantage should never define destiny

Through precise use of funding, strong teaching, inclusive practice and sustained pastoral support, we aim to ensure that disadvantaged pupils achieve well, feel they belong, and thrive - academically, socially and emotionally.

Achieving These Objectives

To ensure disadvantaged pupils receive the best possible support and achieve their full potential, we deploy Pupil Premium funding strategically to remove barriers to learning and accelerate progress. Provision is carefully matched to identified need and reviewed regularly to ensure it has measurable impact.

As a Trust school, our approach balances high-quality teaching, targeted academic support, and wider strategies that address attendance, behaviour, wellbeing and enrichment.

Improving Teaching and Learning

We prioritise high-quality teaching as the most effective way to improve outcomes for disadvantaged pupils by:

- Reducing class sizes where appropriate to maximise opportunities for effective teaching and responsive feedback.
- Deploying a three-teacher model in each year group to deliver targeted small-group support focused on closing gaps in learning.
- Using trained teaching assistants effectively to support learning in class and deliver well-structured interventions without creating dependency.
- Funding school-led tutoring and additional teaching sessions to ensure pupils keep up with curriculum expectations.

- Targeting support for higher-attaining disadvantaged pupils to ensure challenge is planned, sustained and ambitious, enabling them to meet or exceed age-related expectations.

Targeted Academic Support and Assessment

We use robust assessment and monitoring systems to ensure support is precise and timely:

- Detailed assessment tools (including standardised and diagnostic assessments) are used to identify gaps, track progress and inform intervention.
- Small-group and individual interventions are implemented where evidence shows they are most effective.
- Specialist learning software is used to address specific literacy and numeracy needs.
- Intervention impact is reviewed regularly and adapted where necessary to ensure sustained progress.

Attendance, Behaviour and Wellbeing

Recognising that learning cannot take place without good attendance, positive behaviour and emotional readiness, we use Pupil Premium funding to:

- Provide targeted attendance support, including rewards, incentives and personalised intervention for pupils and families.
- Increase leadership capacity to ensure early identification and rapid response to attendance, behaviour and safeguarding concerns.
- Deliver SEMH and nurture support, including structured lunchtime provision, ELSA support and pastoral interventions that promote self-regulation and resilience.
- Ensure one-to-one support for pupils with complex needs, enabling them to engage positively with learning.

Enrichment, Experiences and Wider Development

To address disadvantage beyond the classroom and support pupils' personal development, we:

- Subsidise educational visits, residential trips and extracurricular activities to ensure equal access to enrichment opportunities.
- Extend PE provision and inclusive sporting opportunities to promote physical health, teamwork and resilience.
- Provide musical opportunities, including instrument tuition and choir participation, to support cultural capital and self-expression.
- Offer careers and aspirations guidance to broaden pupils' understanding of future pathways.

Supporting Transitions and Family Engagement

We recognise that successful transitions and strong home–school relationships are vital:

- Targeted support is provided at key transition points, including EYFS entry, in-school transitions and preparation for secondary education.
- Parental engagement initiatives, workshops and tailored support strengthen collaboration with families and reinforce learning at home.

Review and Adaptation:

All Pupil Premium provision is reviewed regularly to ensure it is having the intended impact.

Decisions are informed by:

- pupil progress data
- attendance and behaviour trends
- pastoral and safeguarding intelligence
- pupil, parent and staff voice

Our approach is flexible and responsive, adapting as pupils' needs change across the year. All Pupil Premium funding is used with the clear aim of accelerating progress, narrowing gaps and enabling disadvantaged pupils to reach at least age-related expectations and beyond. This provision is not static. It evolves in response to ongoing evaluation, ensuring that every pupil has the opportunity to succeed, belong and thrive.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Weak Language and Communication skills - Many pupils enter Nursery and Reception with significant speech, language and communication delays. These gaps persist into KS1 and KS2 and are more pronounced for disadvantaged pupils. Assessments, observations and pupil voice indicate limited vocabulary, insecure sentence structure and reduced confidence in oral language, which restrict pupils' ability to access the curriculum, express understanding and develop writing. Vocabulary and oracy are therefore critical levers for improving attainment and long-term outcomes.</p>
2	<p>Low attainment on entry to the Early Years Foundation Stage in all areas – All pupils - A high proportion of pupils, particularly disadvantaged pupils, enter EYFS below age-related expectations across all areas of development. Many lack key school-readiness skills including self-regulation, attention, executive functioning, communication, social interaction and emotional development. Some pupils require prolonged transition, bespoke support plans and multi-agency involvement, placing additional barriers on early learning and progress.</p>
3	<p>Pupils lack independence, resilience and confidence to access learning - Many disadvantaged pupils lack confidence, resilience and independence as learners. This affects engagement, stamina for writing, willingness to attempt challenge and ability to manage cognitive load. These barriers limit progress, particularly in writing and problem-solving, and reduce pupils' capacity to reach Greater Depth.</p>
4	<p>Attendance and Punctuality issues Attendance for disadvantaged pupils remains below that of non-disadvantaged peers, with persistent absence disproportionately affecting this group. Although attendance is improving overall, inconsistent attendance continues to impact continuity of learning, phonics acquisition, writing fluency and wider attainment. Health issues, family circumstances and low routines contribute to these patterns.</p>
5	<p>More frequent behaviour difficulties – due to external factors such as socio-economical and family related matters - Disadvantaged pupils are more likely to experience behavioural difficulties linked to external factors such as socio-economic pressure, family instability and unmet SEMH needs. These challenges affect readiness to learn, sustained engagement and classroom behaviour, despite improvements through trauma-informed practice.</p>
6	<p>Chaotic family lives and high involvement with Children Services & Social Service – A significant number of disadvantaged pupils live within complex family contexts, including high levels of social care and Early Help involvement. This can limit parental capacity to support learning, routines and attendance, and increases pupils' emotional load, impacting wellbeing and academic progress.</p>
7	<p>Outcomes and progress of disadvantaged pupils are significantly below non-disadvantaged – Despite strong progress over time, attainment data shows that disadvantaged pupils continue to lag behind non-disadvantaged peers, particularly in writing and Greater Depth outcomes across reading and maths. School-level data indicates that while EXS outcomes are improving, challenge and depth are not yet consistently secured for disadvantaged pupils.</p>

8	Increased numbers of pupils with complex needs- There has been an increase in disadvantaged pupils with overlapping needs, including SLCN, SEMH, attention and working memory difficulties, motor skill delays and social interaction needs. This complexity requires high-quality adaptive teaching, reduced cognitive load, targeted intervention and skilled use of additional adults.
9.	School is located in an area of high deprivation- The school serves a community within the most deprived decile nationally. Many disadvantaged pupils have limited access to enrichment, cultural capital and wider life experiences, which impacts vocabulary development, confidence, aspiration and engagement with learning.
10	Early learning and readiness gaps impacting also on poor mental health & well-being - Some disadvantaged pupils continue to experience gaps in early literacy, communication, writing stamina and emotional resilience linked to disrupted early learning experiences in their pre-school years. These gaps remain most evident in EYFS and KS1 and can affect confidence, independence and wellbeing unless addressed through high-quality teaching, targeted intervention and strong pastoral support.
11	Reading is key - Reading remains a key driver of attainment, wellbeing and writing outcomes. While reading outcomes are strong, data shows that disadvantaged pupils do not yet transfer this success consistently into writing. Writing remains constrained by handwriting fluency, sentence construction, vocabulary and cognitive load.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Oral Language, Vocabulary and Communication: Improved oral language skills and vocabulary development for disadvantaged pupils across EYFS–KS2, enabling them to access the full curriculum confidently.	Assessments, lesson observations and pupil voice demonstrate improved expressive and receptive language, particularly for disadvantaged pupils with low starting points. Vocabulary is explicitly planned and taught through a broad, ambitious and enriched curriculum, with clear progression across year groups. A curriculum-linked vocabulary progression document supports consistent practice across subjects. Pupils increasingly use subject-specific vocabulary accurately in discussion and writing, evidenced through book scrutiny, learning walks and formative assessment. Increased engagement and confidence in classroom talk, particularly for disadvantaged and EAL pupils.
Early Years and School Readiness: Improved readiness for learning on entry to Reception, particularly for disadvantaged pupils, leading to stronger progress through EYFS and KS1.	Higher proportions of pupils, including disadvantaged pupils, achieve age-related expectations across the EYFS areas compared to previous cohorts. Baseline and ongoing assessments show improved development in communication and language, self-regulation, independence and early literacy. Targeted early intervention, transition support and multi-agency work reduce barriers for pupils with significant need. Stronger GLD outcomes over time for pupils who have accessed the school's Nursery provision, particularly disadvantaged pupils.

<p>Reading (including Phonics and Reading for Pleasure): Improved reading attainment and progress for disadvantaged pupils, with gaps closing rapidly from early reading through to KS2.</p>	<p>Phonics outcomes continue to improve and are close to or above national, with increasing proportions of disadvantaged pupils meeting the expected standard. KS2 reading outcomes show disadvantaged pupils achieving strongly and in line with, or above, national disadvantaged figures.</p> <p>Targeted interventions ensure gaps are identified early and addressed swiftly.</p> <p>Increased engagement in reading for pleasure across the school, supported by family initiatives such as Reading Cafés and library access.</p> <p>Pupils talk positively about reading and demonstrate improved fluency, comprehension and stamina.</p>
<p>Writing (including Handwriting, Sentence Structure and Oracy):</p>	<p>Writing outcomes for disadvantaged pupils improve year on year, with increasing proportions meeting EXS by the end of KS2.</p> <p>A whole-school handwriting approach improves fluency, stamina and presentation, reducing transcription as a barrier to composition.</p> <p>Explicit modelling, structured oracy and reduced cognitive load enable disadvantaged pupils to plan, articulate and write with greater confidence.</p> <p>Writing gaps between disadvantaged and non-disadvantaged pupils narrow across year groups, particularly in KS1 and lower KS2.</p>
<p>Mathematics: Sustained strong mathematics outcomes for disadvantaged pupils, with increasing proportions achieving EXS and greater depth.</p>	<p>Disadvantaged pupils continue to achieve strongly in maths, reflecting consistent high-quality teaching and effective interventions.</p> <p>Practices that are particularly successful in upper KS2 are embedded across earlier year groups.</p> <p>Increased challenge for disadvantaged pupils is planned explicitly, not left to chance, with a focus on reasoning, vocabulary and independence.</p> <p>Attainment gaps narrow, with disadvantaged pupils increasingly achieving in line with non-disadvantaged peers</p>
<p>Wellbeing, Resilience and Personal Development: To achieve and sustain high levels of wellbeing for all pupils, particularly disadvantaged pupils, enabling them to engage positively with learning</p>	<p>Pupil voice, parent feedback and staff observations confirm that disadvantaged pupils feel safe, supported and able to manage emotions.</p> <p>Mood tracker and pastoral records show early identification of need and effective intervention.</p> <p>Increased participation of disadvantaged pupils in enrichment activities, clubs and leadership roles.</p> <p>ELSA and SEMH-focused support lead to improved self-regulation, confidence and readiness to learn.</p> <p>Improved attendance and reduced behaviour incidents for pupils receiving targeted wellbeing support.</p>
<p>Attendance and Engagement: To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils, so they can fully access learning.</p>	<p>Attendance for disadvantaged pupils continues to improve and the gap between disadvantaged and non-disadvantaged pupils narrows.</p> <p>Persistent absence for disadvantaged pupils reduces year on year and moves closer to national figures.</p> <p>Robust systems ensure early identification, challenge and support for attendance concerns.</p> <p>Improved attendance correlates with improved engagement, wellbeing and academic outcomes.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 281,790.00

Activity	Evidence that supports this approach	Challenge number (s) addressed
<i>Speech and Language Support</i>	<p>Weak Language and Communication skills. Most children are working in the birth to three years age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use speech to connect ideas and explain what is happening coherently.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1,2,6,7,8,10
<i>TAs SEND</i>	<p>Higher than average numbers of children access SALT in Reception – 68% of disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapist.</p>	1-11
<i>Reception booster teacher</i>	<p>On entry to Reception, most children have low Language and Communication skills – 90% of disadvantaged children are working in the birth to three years age band with 28% of disadvantaged children working significantly below in birth to three years age band. Due to a poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. Most children working within birth to three years age band on entry to Reception, despite making accelerated progress, do not meet the required end of year ELG's.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1,2,3,7,8,6,9,10
<i>Additional teachers (per cohort Y1-6) – 3 teacher model (Except Y3 due to small cohort)</i>	<p>ARE and across the whole school the pupils require smaller group teaching to target and plug the gaps, which have been made even larger due to the pandemic. Hence, as much as possible we are facilitating a three-way split in each cohort. The additional teaching staff see progress accelerated in EYFS, KS1 and KS2 where disadvantaged children's results outperform 'others.' In order for MLT to be released weekly and for all subject leaders to be released once a term. Research from the EEF indicates an impact of + two months for smaller class sizes.https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap</p>	1-11

<p><i>Staff CPD - Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils</i></p> <p><i>Ensure that pupils have access to quality first teaching at all points of the school day.</i></p> <p><i>Provide whole school CPD for every member of staff to ensure a whole school focus on high quality teaching and learning. The intended impact is to raise standards in all areas of the curriculum.</i></p> <p><i>All TAs will attend weekly CPD</i></p> <p><i>Staff CPD offer is driven by the SIP</i></p> <p><i>Release time for Year Leads and subject coordinators to attend high quality training courses and then disseminate to all staff (inc.. ECTs)</i></p> <p><i>High quality and relevant INSET to be delivered to all staff using visiting speakers</i></p> <p><i>Mentoring and coaching for teachers in particular ECT teachers – again with the advantage of 3 teacher model</i></p> <p><i>All TAs attend fortnightly Professional Development Meetings.</i></p> <p><i>Induction for new staff –release time to give required CPD and individual meetings with core</i></p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the FFT Lightning speed & reciprocal reading programme, Deepening understanding and mastery Maths programme, Curriculum maestro & accelerated reader. All staff to lead effectively are released every half term.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1629124457</p> <p>Improving the quality of teaching and having an ‘outstanding’ teacher in every classroom. All teaching staff are confident in the delivery and planning of the curriculum which meets the needs of all pupils, including those who are disadvantaged. This will impact upon attainment and progress for all pupils across school.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>All teaching staff are confident in the delivery and planning of their curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-teaching-assistants-a-holistic-picture</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/retain?utm_source=/projects-and-evaluation/projects/retain&utm_medium=search&utm_campaign=site_search&search_term=cpd</p> <p>All non-teaching and teaching staff are confident in the delivery and planning of their curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1629124457</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1703206902</p> <p>https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F</p> <p>Mentoring and coaching is an important source of support, particularly for early career teachers. Effective strategies used when developing this approach – team teaching/ mentoring and coaching from middle leadership.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1691057377</p>	<p>1,2,3,4,5,9</p> <p>1,2,3,7,8,10</p> <p>1,2,3,4,5,6,7,8,9,10</p>
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<p><i>subject leads/year leads and required senior leadership.</i></p>	<p>https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching - Key Takeaways.pdf</p> <p>RWI delivered fortnightly by Phonics lead.</p> <p>Read Write Inc training will be provided for all new staff and there will be one development days for all Staff. TAs have also been trained to become specialist in their interventions (ELSA, SALT therapies, PT etc)</p> <p>Ensures consistent approach to all areas of curriculum delivery and understanding of the systems and processes being used in school. Transition meeting with Year leads, pastoral lead, safeguarding lead enables all information about individual pupils to be shared and the required approaches used.</p>	
<p><i>Allocated AHT behaviour AHT Inclusion & SEND</i></p> <p><i>Attendance Lead (non-class based)</i></p> <p><i>LA Attendance Officer 39 weeks X 5 hours</i></p>	<p>Safeguarding, attendance and behaviour is paramount in our school. Last year our safeguarding team had a 45% increase in Social Services involvement. Therefore, non-class based time for AHT Inclusion SEND and AHT Behaviour & Personal Attitudes is vital. Ambition and aspirations for pupils being a key driver for attendance and making school worthwhile and meaningful. Attendance is ongoing daily with a weekly meeting with the LA AO.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&utm_medium=search&utm_campaign=site_search&search_term=attendance</p> <p>https://d2tic4wv01iusb.cloudfront.net/production/documents/Attendance-and-Persistent-Absence-ESC-Submission.pdf?v=1704458511</p>	<p>4,6,7,9,10</p>
<p><i>Recruitment and retention of teaching staff - providing cover time to undertake professional development such as National Professional Qualifications (NPQs).</i></p>	<p>42% of current staff have undertaken NPQs. All the evidence shows that improving teaching and school leadership is the best way to make sure that every pupil, regardless of their background, gets the best possible education.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-quality-recruitment-and-retention</p> <p>Currently have staff undertaking NPQs:</p> <ol style="list-style-type: none"> 1 member of staff completing NPQ EYFS – adding to a strong team and becoming an expert in early years leadership, helping to give children up to the age of five the best possible start in life. 1 member of staff completing NPQ in Primary Mathematics and will become expert leaders of primary mathematics and learn how to embed high-quality Mastery approaches to maths teaching in our school. 1 member of staff completing NPQ SEND award <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/leadership-approaches</p> <p>https://educationendowmentfoundation.org.uk/news/new-initiatives-to-improve-teacher-retention</p>	<p>1,2,5,7,8,10,11</p>
<p><i>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p>	<p>1-11</p>

<p><i>supported by professional development and training for staff.</i></p>	<p>(e.g., improved academic performance, attitudes, behaviour and relationships with peers): CPD delivered to all staff on the ‘zones of regulation’, Emotion coaching, Restorative practice and bespoke SEMH training.</p>	
<p><i>Voice 21 Oracy Project – Appointed oracy lead (Accreditation award July 2026/27) - Centre of Excellence</i></p>	<p>An oracy lead (NPQLL) has been appointed to create a well-structured, sequenced and progressive curriculum and put in place. To develop speaking and listening skills across the school including a focus on greater oracy within the curriculum. It is used by all teaching staff. Monitoring of lesson visits and pupil discussion evidences high quality classroom discussion takes place.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21</p>	<p>1,2,7,8,10,11</p>
<p><i>Maths coordinator and other senior management staff model high quality maths teaching and curriculum planning in line with the DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school through drop ins, book trawls, data analysis and team teaching to support new staff. Further develop our maths mastery curriculum in line with DfE and EEF guidance. Maths leads to engage in the Maths Hub, sharing CPD with all staff to develop whole school standards</i></p>	<p>All teaching staff are confident in the delivery and planning of their maths curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>The EEF guidance is based on a range of the best available evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	<p>1,2,3,7,8,10</p>
<p><i>English lead and other senior management staff model high quality reading and writing teaching and curriculum planning in line with the DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school through drop ins, book trawls, data analysis and team teaching to support new staff.</i></p> <p><i>RWI and Fresh start training for all staff N-Y6</i></p> <p><i>Writing training for English lead and Deputy Head on transcription and dictation. Develop a whole school approach in order to impact on writing standards at EYFS & KS1. To embed teaching of the ‘Talk for writing,’ units of work and methodology for teaching English across school now all teaching staff have completed training.</i></p> <p><i>Consistent approach to the teaching of English across school following the teaching sequence model with reading and writing phases.</i></p>	<p>All teaching staff are confident in the delivery and planning of their reading and writing curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school.</p> <p>‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds’. Fresh start ensuring those pupils that leave KS1 who are not ready for the transition to the reading pedagogy have a transition programme.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonics</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/early-literacy?approach=interactive-writing&utm_source=/early-years-evidence-store/early-literacy&utm_medium=search&utm_campaign=site_search&search_term=writing</p> <p>See EEF Toolkit : High Quality Teaching</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,7,8,10,11</p>

	Great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	
<i>Computing – a member of staff with a TLR responsibility for Computing to lead on the effective use of the new Laptops, tablets and charger units for all classes across school to enhance the delivery of the curriculum and enable key ICT skills to be developed.</i> <i>All pupils to have an iPad as an independent tool for learning.</i> <i>NCCE Computing Quality Mark Level 4 Spring 2026</i> <i>Walsall School Digital Cluster Working Group</i>	The use of digital technology will enhance the curriculum offer across school and enable pupils to develop their skills and apply these in a wide range of contexts and for different purposes. Addressing the digital divide for disadvantaged pupils will give them greater opportunities. Move to easy access to the curriculum through the technology – paperless approach to planning of writing to be trialled in summer 2, using the Write Stuff approach. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216	1,2,3,4, 7,8,9, 10,11
<i>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff from North Star & Ed Psych.</i> <i>Continued training using the ZOR to all staff, pupils and parents.</i> <i>Develop the SEMH offer within school to ensure that pupils and families are adequately supported to fulfil their potential e.g. emotion coaching</i> <i>Wellbeing approaches will be embedded into routine educational practices and supported by professional development and training for staff. Build team of pastoral staff to deliver bespoke support to pupils.</i> <i>Pastoral team to include recruitment of attendance staff to work with and support families, thus raising attendance across the school.</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://www.northstarpsychology.co.uk/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/news/eef-blog-new-eef-case-studies-social-and-emotional-learning-sel https://zonesofregulation.com/training/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&utm_medium=search&utm_campaign=site_search&search_term=attenda	1,2,3,4,5, 6,7,8,10
<i>Creative and performance skills opportunity – External providers</i> <i>Specialist music teacher 35 weeks</i> <i>Music tuition – tutor</i> <i>Extra – curricular performance clubs – progressive sports</i>	All pupils are given the opportunity through a creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Every child has the right to learn to play an instrument, which we facilitate with providing each child in Y4 & Y5 with an instrument. Identified individuals that are A&T get the opportunity to excel and are put forward to achieve 'grade' status on an instrument. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Clubs across the academic year will facilitate a	1,3,4,5, 6,7,9,10

<p><i>Progressive sports coach targets the persistent absent pupils that have been identified using the FFT analysis tool – these will change half termly.</i></p>	<p>Diverse range of opportunities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>From the attendance analysis done, patterns can be seen on certain days of non-attenders. For e.g. particularly high % of PAs in the boys in Y4 & 6 on a Friday. Therefore, we are using an external provider to offer more appealing alternative extracurricular after school, lunchtime and G2BG time on a Friday to increase attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>4</p>
<p><i>Staff training on using technology and other resources to support high quality teaching and learning – support diagnostic assessment software - whole school training so at all levels a diagnostic approach can be used.</i></p> <p><i>Continued training of NGRT diagnostic reading assessments to inform literacy teaching practices at both curriculum and intervention level.</i></p> <p><i>SIMs training for all staff.</i></p> <p><i>Curriculum tracker training for all staff using Maestro for foundation subjects.</i></p>	<p>The DFE report Supporting the attainment of disadvantaged pupils identifies that 'more successful schools were using data more comprehensively to monitor pupils' progress'. https://assets.publishing.service.gov.uk/media/5a80d031ed915d74e33fc8de/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p>The DFE report identifies that 'more successful schools were using data more comprehensively to monitor pupils' progress'. https://educationendowmentfoundation.org.uk/news/real-time-knowledge-can-boost-pupils-grades-by-two-months?utm_source=/news/real-time-knowledge-can-boost-pupils-grades-by-two-months&utm_medium=search&utm_campaign=site_search&search_term=assessments</p> <p>Ashraf et al (2021) observed in 88 EEF trials focusing in FSM pupils reported an overall positive impact of literacy interventions on literacy outcomes Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>Use of SIMs to identify pupils that need the interventions early and to be implemented effectively.</p> <p>Use of curriculum tracker to identify pupils that need the interventions early and to be implemented effectively.</p>	<p>1,2,3,4,7,9,10</p>
<p><i>Extended leadership team to identify and implement and lead on key areas as identified in the SIP to maximise progress and close the gap between Non - PP & PP</i></p>	<p>Leadership capacity increased enabling whole school implementation to be thorough and part of the whole school culture.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	<p>4,5,7,8,10,11</p>
<p><i>Developing teacher pedagogical knowledge to ensure that teaching and learning styles meet the needs of all learners, particularly vulnerable and disadvantaged.</i></p> <ul style="list-style-type: none"> • <i>Key focus on Rosenshine Principles</i> • <i>Action research on 'Embedding a play-based curriculum in Y1 and beyond' continuous provision (Autumn term)</i> <p><i>Training on:</i></p> <ul style="list-style-type: none"> • <i>SEND approaches</i> • <i>Restorative practice</i> • <i>Emotion coaching</i> • <i>SEMH training</i> 	<p>Improving the quality of teaching and learning through the use of 'best bets' in educational research.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</p> <p>https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf</p> <p>https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send&utm_medium=search&utm_campaign=site_search&search_term=send</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/inclusive-behavioural-programme</p>	<p>1-11</p>

<ul style="list-style-type: none"> • ZOR • Widgets • Colourful semantics 		
<i>Billesley SEND project</i>	<p>Further improving the quality of SEND provision and ensuring provision is inline with recent research</p> <p>SEND team are confident in the cycle of 'assess- plan -do-review'. This will enable learning barriers to be identified and removed in a more efficient way. Using the best interventions proven by current research</p>	1-11
<p><i>Staff covered so that is PPA/Shared weekly & planning time for all staff to ensure that Year leads and experienced staff can support new staff.</i></p> <p><i>Thus providing an opportunity to moderate standards and provide a consistent approach across all cohorts.</i></p>	<p>All teaching staff are confident in the delivery and planning of the curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school.</p> <p>Ensuring parity across the phase, high expectations and opportunities to coach and mentor.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	7,8,10,11
<p><i>Use of NGRT assessments for reading, maths and GPS. Enable staff to identify gaps at an individual, class or cohort level.</i></p> <p><i>SIMs assessment/FFT tracker enable the school to benchmark standards against other local and National schools.</i></p>	<p>Drive standards through the use of regular termly assessments and half termly pupil progress meetings.</p> <p>https://educationendowmentfoundation.org.uk/news/real-time-knowledge-can-boost-pupilsgrades-by-twomonths?utm_source=/news/real-timeknowledge-can-boost-pupils-grades-by-twomonths&utm_medium=search&utm_campaign=site%20search&search%20term=assessments</p>	2,7,8,10,11

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £56,358.00

Activity	Evidence that supports this approach:	Challenge number(s) addressed
<p><i>Structured interventions for targeted pupils across the school.</i></p> <p><i>Years 5 & 6 interventions to minimise gaps in skills and knowledge caused by disruption of school closures during their key stage 3 curriculum and to widen the access to private/small group tutoring.</i></p>	<p>Studies in England have shown that pupils eligible for free schools can be well supported by provision of intensive, targeted academic support'</p> <p>Small group tuition-closing the disadvantage gap EEF (educationendowmentfoundation.org.uk)</p> <ul style="list-style-type: none"> • RWI groups and 1:1 interventions • Reading and writing intervention groups • Maths fluency intervention group • Keep up / catch up sessions for low attenders • Misconception targeted groups <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/supportforschools/making-a-differencewith-effective-tutoring</p>	1,2,7,9,10

<i>Literacy intervention programs and training such as Fresh Start, Accelerated Reader to support struggling readers</i>	The EEF outlines that to improve literacy, different approaches for different groups of pupils is required to develop reading. Literacy EEF (educationendowmentfoundation.org.uk)	1,2,7,9,10
<i>EYFS TAs SEND – 1:1 support</i>	Higher than average numbers of children access SALT in Reception – 68% of disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapist.	1,2,3,5,6,7,8,9,10
<i>School led tutors starting Spring 2026 and Summer. This will run over four half terms.</i>	Summative data from July 2025 shows that we still have significant no. of pupils below ARE compared to national in KS1 and KS2. There is also a significant difference between performance non-PP and PP pupils. The 'headline' attainment measure at KS1 (percentage of children achieving at least the expected standard in Reading, Writing & Maths) indicates that the pandemic has still impacted. https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring	7,10
<i>Easter school for Y6 Y6 Boosters tuition – school led</i>	SATs catch-up Easter school. 5 tutors on a ratio of 1:12 Three times a week after school staff delivering booster sessions to targeted pupil PP, SEND, HA, PA groups to maximise progress and to improve % of these pupils achieving expected ARE.	3,4,6,8,10
<i>Toe- by- toe targeted sessions will help to decode language for pupils with the lowest literacy levels by consolidating their understanding of spelling rules and syllable division. These will be used carefully to ensure they do not create a barrier to the inclusion of pupils</i>	The schoolpsychologyservice.com reported the programme's impact as increasing normal progress in reading by 200% compared to a control group. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://toe-by-toe.co.uk/	1,7,9,10,11
<i>Additional phonics Session in the afternoons, targeted</i> <i>Keep up sessions for those children with missed learning due to attendance / other barriers</i>	Targeted phonics interventions will take place and these are proven to be more effective when held for regular sessions over a period up to 2 terms. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Small group tuition: Introducing targeted speech and language teaching for pupils who are below age-related expectations. Creating additional teaching and learning opportunities using TAs. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/readwrite-inc-phonics https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-ofreading	1,2,7,9
<i>Improve speech, language and communication skills. Pupils identified and to one/ small group interventions</i>	Small group tuition: Introducing targeted speech and language teaching for pupils who are below age-related expectations. Creating additional teaching and learning opportunities using TAs. https://educationendowmentfoundation.org.uk/early-years-evidencestore/communication-and-language	1,2,3,4,8,10
<i>Times Table Rockstars</i>	Our pupils are below in maths and timetables are instrumental to solving all problems in maths.	2,6,7,9

	<p>Therefore, huge improvements in engagement since implementing Times Tables Rock Stars has been seen.</p> <p>Trying to be in the top 5% of schools in the country for is our challenge – it is an effective & essential part of learning and engagement.</p>	
<i>EY Resourcing to meet the needs of the new EY Curriculum</i>	<p>Over recent years, about half of children in the reception cohort have achieved a Good Level of Development by the end of the Foundation Stage, and this is again the case in 2023, with exactly 55% achieving GLD. Foundation stage attainment is therefore, consistently well below national (65%). These figures reflect the fact that many children join Bloxwich with very low levels of development.</p>	1,2,5,6,7,9
<i>EYFS / KS1/KS2 Reading</i> <i>Books linked to RWI and Accelerated reader</i> <i>REAL PROJECT</i>	<p>An audit by the Reading Leads was undertaken in 2024-25 looking at the quality of reading books used in Phonics, Guided Reading and home reading books.</p> <p>An investment of new books to support the EEF research.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Raising early achievement in Literacy for nursery and early years. Building parents knowledge and confidence in creating a home learning environment that supports and encourages children's reading, writing and oral language.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-real-programme</p> <p>https://guidebook.eif.org.uk/programme/raising-early-achievement-in-literacy</p>	1,2,5,6,7,9,10,11
<i>Testbase</i>	<p>Invaluable resource for teachers to use as a searchable bank containing over 12,500 SATs and other high-quality test questions and teaching resources for KS1-KS2 all mapped to the national curriculum. Testbase is also a very informative assessment tool for teachers to use to identify and plug the gaps to use in lessons and booster sessions.</p> <p>https://www.testbase.co.uk/</p>	7,9,10,11
<i>To provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted by lost learning.</i>	<p>Tuition targeted at specific needs and knowledge gaps to support low attaining pupils or those falling behind, both one-to-one and in small groups.</p> <p>TAs and other staff will be deployed to provide extra support and intervention groups for targeted pupils:</p>	1-11

Interventions Timetable 2025-26

Year group	Autumn	Spring	Summer
Nursery	WellComm, Phonics, Speech and Language interventions, Makaton, Fine motor, Name and number recognition, Gross motor, ZOR, emotion coaching, restorative practice	WellComm, Phonics, Speech and Language interventions, Makaton, Fine motor, Name and number recognition, Gross motor, Drawing club, ZOR, emotion coaching, restorative practice	WellComm, Phonics, Speech and Language interventions, Makaton, Fine motor/handwriting, Name and number recognition, Gross motor, Drawing club, ZOR, emotion coaching, restorative practice

Reception	WellComm, Phonics , Speech and Language interventions, Makaton, Fine motor/handwriting, Name and number recognition, Name writing, Gross motor, Drawing club, ZOR, emotion coaching, restorative practice	WellComm, Phonics, Speech and Language interventions, Makaton, Fine motor/handwriting, Name and number recognition, Name writing, Gross motor, Drawing club, Attention AA group, ZOR, emotion coaching, restorative practice, Colourful semantics	WellComm, Phonics, Speech and Language interventions, Makaton, Fine motor/handwriting, Name and number recognition, Name writing, Gross motor, Drawing club, Attention AA group, ZOR, emotion coaching, restorative practice, Colourful semantics
Year 1	Phonics, Speech and Language interventions, Fine motor/handwriting, Name and number recognition, Name writing, Pre-tutoring, ZOR, emotion coaching, restorative practice, Colourful semantics	WellComm, Phonics, Speech and Language interventions, Makaton, Fine motor/handwriting, Name writing, Numbots, Attention AA group, ZOR, emotion coaching, restorative practice, talk through stories, Colourful semantics	Phonics, Speech and Language interventions, Makaton, Fine motor/handwriting, Numbots, WellComm, Attention AA group, ZOR, emotion coaching, restorative practice, talk through stories, , Colourful semantics
Year 2	Phonics, Speech and Language interventions, Fine motor/handwriting, Numbots, TTRS, ZOR, emotion coaching, restorative practice, Colourful semantics	WellComm, Phonics, Speech and Language interventions, Fine motor/handwriting Numbots, TTRS, ZOR, emotion coaching, restorative practice, talk through stories, Colourful semantics, AR	Phonics, Speech and Language interventions, Fine motor/handwriting, Numbots, TTRS, ZOR, emotion coaching, restorative practice, talk through stories, , Colourful semantics, AR
Year 3	Phonics, Speech and Language interventions, Fine motor/handwriting, Name writing, Gross motor, PT, Pre-tutoring, Numbots, TTRS, ZOR, emotion coaching, restorative practice, Power of 1, plus 2, , Colourful semantics, AR	WellComm, Phonics, Speech and Language interventions, Fine motor/handwriting, Gross motor, PT, Pre-tutoring, Numbots, TTRS, ZOR, emotion coaching, restorative practice, Power of 1, plus talk through stories, Colourful semantics, AR	Phonics/Fresh start, Speech and Language interventions, Fine motor/handwriting, Gross motor, PT, Pre-tutoring, Numbots, TTRS, ZOR, emotion coaching, restorative practice, Power of 1, plus 2, Colourful semantics, AR
Year 4	Phonics/Fresh start, Speech and Language interventions, Fine motor/handwriting, , PT, Pre-tutoring, Numbots, TTRS, ZOR, emotion coaching, restorative	WellComm, Phonics/Fresh start, Speech and Language interventions, Fine motor/handwriting , PT, Pre-tutoring, Numbots, TTRS, ZOR, emotion	WellComm, Phonics/Fresh start, Speech and Language interventions, Fine motor/handwriting , PT, Pre-tutoring, Numbots, TTRS, ZOR, emotion

	practice, Power of 1, plus 2, Colourful semantics, AR	coaching, restorative practice, Power of 1, plus 2, Colourful semantics, AR	coaching, restorative practice, Power of 1, plus 2, Colourful semantics, AR
Year 5	Phonics/Fresh start, Speech and Language interventions, Fine motor/handwriting, PT, Pre-tutoring, Numbots, TTRS, ZOR, emotion coaching, restorative practice, Power of 1, plus 2, AR	WellComm, Phonics, Speech and Language interventions, Fine motor/handwriting, PT, Pre-tutoring, Numbots, TTRS, ZOR, emotion coaching, restorative practice, Power of 1, plus 2, AR	Phonics/Fresh start, Speech and Language interventions, Fine motor/handwriting, PT, Pre-tutoring, Numbots, TTRS, ZOR, emotion coaching, restorative practice, Power of 1, plus 2, AR
Year 6	Phonics/Fresh start, Speech and Language interventions, Fine motor/handwriting, PT, Pre-tutoring, TTRS, ZOR, emotion coaching, restorative practice, Power of 1, plus 2, AR	WellComm, Phonics/Fresh start, Speech and Language interventions, Fine motor/handwriting, PT, Pre-tutoring, TTRS, ZOR, emotion coaching, restorative practice, Power of 1, plus 2, AR	Phonics/Fresh start, Speech and Language interventions, Fine motor/handwriting, PT, Pre-tutoring, TTRS, ZOR, emotion coaching, restorative practice, Power of 1, plus 2, AR

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £37,572.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>National School Breakfast Programme.</i>	Food deprivation is high in Bloxwich and even more so since the Pandemic and parents are very reliant on donated food, which kept them going through lockdown which kept spirits high on the estate as nobody went hungry. Research shows hungry children do not perform as well. It is important for pupils to start the day with a nutritious breakfast. We are in our second as school in the NCB programme. We will receive a 25% subsidy for breakfast club provision until the end of July 2026. The subsidy by the school is paying 75%. All pupils in our school are offered breakfast bagel or cereals at no cost to them or their parents/carers.	3,4,5,6,9,10
<i>Breakfast coordinator appointed to run wrap around breakfast club</i>	Breakfast club set up - Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.	
<i>To ensure equality and inclusion for all pupils to all school activities including breakfast club and school visits.</i>	Breakfast clubs are available to help support the attendance of pupils who are persistently absent. Readiness to learn: Children are supplied with a nutritious breakfast and exercise before school. Breakfast club co-ordinator and PE teacher facilitate daily breakfast clubs where pupils can access healthy food and a range of activities prior to school starting. (free to PP pupils). All KS1&2 children will have daily access to free breakfast and snacks at break (bagels,	

	<p>cereal, fruit and veg). Pupils given opportunity to come into school from 7.45a.m.</p> <p>It also gives and added incentive to get pupils into school and help alleviate the attendance issues around lateness.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</p> <p>Good quality wraparound childcare has a positive impact on children's outcomes. 12. Research by NatCen shows that participating in organised sports and joining after school clubs can help to improve primary school children's academic performance and social skills.</p> <p>https://assets.publishing.service.gov.uk/media/5c668c50e5274a72c19f7c50/Rights_to_request_guidance-2019.pdf</p>	
<p><i>AHT Behaviour</i></p> <p><i>To lead the nurture and Behaviour programmes in school / to stop issues before they start.</i></p> <p><i>To embed and enhance the school wide philosophy around behaviour and attitudes. AHT Behaviour to have non-contact time to monitor consistency of policy in practice.</i></p> <p><i>Build team of staff to deliver bespoke support to pupils to improve pupils' attitudes to learning, attendance, behaviour and their concentration and resilience through Thrive, Nurture/Lego therapy and other targeted strategies.</i></p>	<p>With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers, which will affect learning.</p> <p>More frequent behaviour difficulties meaning PP pupils are more likely to be placed on RED which impacts on their academic progress. However, existing interventions have had an impact on behaviour incidents and have been PP 20% compared to 11% This is an improvement on the previous year's figures.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/behaviour</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-three-keys-to-unlockingpositive-learning-behaviours</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/inclusive-behavioural-programme</p> <p>Appointment of AHT Inclusion & Personal Attitudes to work with all stakeholders to develop, implement and embed the positive approach & culture around behaviour and attitudes to learning. Consistent practice across the school both in and out of the classroom with behaviour and attitudes being rooted in positive comments and strong relationships in school and the community. Pupils' confidence in accessing their learning is improved. Behaviour and attitudes to learning are positive. Attendance is improved.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_source=education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=atten</p>	3,4,5,6,7,8,9,10
<p><i>Additional Educational Psychology Service (EPS) provision to offer parental support sessions –SEMH focus and those at risk of becoming school refusers or Persistently Absent.</i></p> <p><i>- EPS training for SEND Team, TAs and Well-Being Team re SEMH- strategies and interventions to overcome school barriers and de-escalation strategies to reduce incidents of dysregulation in school.</i></p> <p><i>To improve the range and quality of interventions The School Psychology Service training package for SEND team and Well Being</i></p>	<p>SEN in Mainstream Schools states that effective deployment of (support staff) is critical. Whilst High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.</p> <p>chromeextension://efaidnbmnnibpcajpcgkclefindmkaj/https://d2tic4wvo1usb.cloudfront.net/production/eef-guidancereports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1705280568</p> <p>https://d2tic4wvo1usb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1704652075</p> <p>To give pupils the outlet to express to express their emotions with in school trained emotional coaches.</p> <p>https://www.elsa-support.co.uk/</p>	1,7,9,10

<i>Training of more TAs in ELSA.</i>		
<i>To enhance play opportunities for all children at lunchtimes through using external providers and delivering CPD for lunchtime supervisors and pupil lunchtime helpers - provide high quality games and activities to engage pupils.</i> <i>OPAL programme to be implemented Spring 2026</i>	Social interaction with their peers is really important in a structured and organised manner. High level of aggressive outbursts occurring during unstructured time, therefore organised activity key to lower these incidents. AHT Behaviour & PE CO will coordinate the organisation of activities to increase the enhancement of play during unstructured times and the resources needed for children at lunchtime. This will have a positive impact on behaviour/attitudes and the experience of all pupils at lunchtime. Research shows that this then will positively impact on learning each day also. https://educationendowmentfoundation.org.uk/news/eef-blog-purposeful-playful-practice	3,4,5,8,9,10
Attendance: <i>LA Attendance Officer 39 weeks X 5 hours</i> <i>AHT Inclusion & AHT Behaviour - To improve attendance for all pupils but in particular the attendance of pupils who are persistently absent through targeted strategies and support. The appointment of an Attendance Officer will enable attendance to be a key focus daily in school and for this to be monitored with rigour.</i>	Attendance and Punctuality issues. Weekly meeting with LA AO & AHT Inclusion and home visits are made. Attendance figures are currently low for Pupil Premium pupils and we would like to improve this. Plus, higher percentage of PP pupils are late to school than non-Pupil Premium pupils. Pick up minibus service for PA pupils and late pupils. Attendance demonstrates that there is a reduction in persistent absence for these targeted groups. Attendance: Use of an Attendance officer and AHT Inclusion & AHT behaviour daily to improve attendance and foster links with parents. Two members of staff deployed daily to monitor registers, make phone calls and home visits to chase up absences. Follow up phone calls with parents to establish any underlying issues that are impacting on attendance- these are then monitored with other key staff to ensure all pupils in school are attending daily. Paperwork completed for extended absences and children missing in education. Regular meetings with AO to discuss and implement strategies for persistent absentees and follow the attendance action plan. Liaison with parents and contracts made (as required)-at parent meetings, start/end of the day, via phone, e-mail or in person. To monitor attendance daily and respond with a range of measures to reduce absences To develop home / school links to positively impact on attendance of all pupils. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&utm_medium=search&utm_campaign=site_search&search_term=attendance https://d2tic4wvo1iusb.cloudfront.net/production/documents/Attendance-and-Persistent-Absence-ESC-Submission.pdf?v=1704458511 https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment https://www.gov.uk/government/publications/working-together-to-improve-school-attendance From the attendance analysis done, patterns can be seen on certain days of non-attenders. In particular there is a high % of PAs for e.g. boys in Y4 & 6 on a Friday. Therefore, we are using an external provider to offer more appealing alternative extracurricular before school, lunchtime, after school and G2BG time on a Friday to increase attendance.	4,5,6,7,9,10 4

<p><i>Attendance: Progressive sports coach every Friday to target the persistent absent pupils.</i></p> <p><i>Attendance awards and rewards for improved and 100% attendance</i></p> <p><i>Parental engagement & workshops around attendance delivered Autumn, Spring & Summer term</i></p> <p><i>Transport provided to get pupils to and from school</i></p>	<p>Targeted pupils/cohorts are reviewed half termly. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Weekly attendance awards and individual and family rewards every half term and end of year. There are a range of rewards for good & most improved attendance – individual, class & family. 100% attendance pupils entered into 'win a bike' raffle, ASDA vouchers, Bacon Butty breakfasts, missing out phone calls daily by class teachers at the end of the day.</p> <p>Parents are informed weekly about attendance using various forms of media and given helpful tips and checklist on how to improve attendance. https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/school-attendance/attendance-toolkit/whole-school-approaches/rewards-and-interventions</p> <p>Picking up of pupils whose parents/carers have problems getting them to school.</p>	4,9 9 9
<p><i>To ensure equality and inclusion for all pupils to all school activities including breakfast club and school visits.</i></p> <p><i>Residential experiences</i></p> <p><i>Turing Project</i></p>	<p>Bagel breakfast club available to help support the attendance of pupils who are persistently absent.</p> <p>Readiness to learn: Continued development of a bagel breakfast club to provide pupils with a nutritious breakfast and exercise before school.</p> <p>Kitchen staff and non-teaching staff will facilitate daily bagel club where pupils can access healthy food and a range of activities prior to school starting (free to all pupils). All EYFS & KS1 children will have daily access to free snacks at break (fruit and veg)</p> <p>For over 90% of our pupils the only time away from home during the year is on school residential. It is essential for their own wellbeing that they experience different settings before writing about it. We build up their experiences over the years at school. We believe it is crucial in their social and emotional development. Year 6 groups access residential trips on a four-night stay to Bryntsilio outdoor education centre in Wales and all pupils in Y6 have the opportunity of a trip to France as part of the Turing project:</p> <p>Y3 go for a one-night stay at Woodlands outdoor Centre.</p> <p>In all year groups all school visits/trips are funded for PP pupils in all year groups.</p>	1-10
<p><i>Extra-curricular enrichment activities</i></p> <p><i>Cultural trips – curriculum driven</i></p> <p><i>Forest school curriculum</i></p> <p><i>Y6 leadership training</i></p> <p><i>Uniform provision</i></p>	<p>All pupils have equal access to a wide range of free extra-curricular experiences and enrichment</p> <p>Opportunities. PE coordinator will organise and facilitate an extensive programme of clubs (free to PP) and activities during and after the school day and during holiday time. Staff will organise a range of visits (free to PP) and visitors to enrich and enhance curricular provision.</p> <p>All pupils have the experience of WOW days (topic drivers) and thematic/cultural experiences throughout the academic year. This is linked to equality, diversity, inclusion and British Values.</p> <p>Two members of staff will be trained to deliver a forest school programme for specific targeted children.</p> <p>The daily experience of a PP child in school will be enhanced through the provision of free school uniform, water bottle and book bag. Access to quality books through our school library, accelerated and the annual book festival.</p> <p>Course targeted at giving Y6 pupil leadership / motivational skills and aspirations for the future</p>	

	The daily experience of a PP child in school will be enhanced through the provision of free school uniform and book bag. Access to quality books through our school library and the annual Reading Festival.	
<i>Mental health & well-being:</i> <i>Mental health day</i>	Mental health and well-being day (building on the success from last year) is important for the children to express themselves in various ways. The children given the opportunity to freely mix with children throughout the school. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	3,5,6,7,9,10
<i>One Goal mental health champion training for pupils.</i>	Targeted cohorts/pupils trained to become mental health champions and deliver mental health support to their peers. At this crucial stage of development, children learn to navigate their emotions, build relationships, and develop a sense of self. Children develop the skills and mindset they need to successfully handle the challenges that come their way https://www.onegoal.co.uk/ . Training provided by Schools Partnership Streetly Academy	
<i>Music – brass and Woodwind instruments</i>	Every child has the right to learn to play an instrument, which we facilitate with a providing each child in Y4 & Y5 with an instrument each. This will be extended to percussion and further instruments Y3 and Y6. The school is going to give the opportunity for the pupils to play in a school band.	1,3,7,9,
<i>Free school meals</i>	Free school meals service for the last financial year	6,9,10
<i>Curriculum provision/ Disadvantaged/Send</i>	Resources that are specifically targeted for those disadvantaged pupils that require additional resources to help them overcome the barriers to accessing their learning. This also includes SEND disadvantaged pupils. https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes	1-11
<i>Well-being/pastoral resources</i>	Resources that are specifically targeted for those disadvantaged pupils that require additional resources to help them overcome barriers to their learning due to physical, mental, social and emotional reasons. This also includes uniform.	1,2,3,4,5,6, 7,8,9
<i>Contingency fund for acute issues.</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1-11

Total budgeted cost: £375,720.00

How will the school measure the impact of Pupil Premium Funding?

The impact of Pupil Premium funding is measured through a rigorous cycle of assess → plan → do → review, in line with EEF guidance and Trust expectations. Leaders triangulate quantitative data, qualitative evidence and lived pupil experience to evaluate effectiveness and refine provision.

Assessment and Identification

Pupils' attainment and progress are assessed using a combination of teacher assessment, standardised testing and diagnostic tools, enabling early identification of gaps and barriers:

- NGRT (baseline & three times per year) to assess reading accuracy, fluency and comprehension
- NFER assessments in reading, maths and GPS (termly)
- Phonics screening and early reading diagnostics
- Baseline assessments in EYFS and KS1
- Regular low-stakes quizzes, including in foundation subjects, to check retention and curriculum coverage
- Formative assessments- teacher assessments half termly
- MTC Y4 tests

These assessments support teachers' professional judgements and provide a reliable benchmark for monitoring disadvantaged pupils' progress against age-related expectations and non-disadvantaged peers.

Monitoring Progress and Intervention

Progress for disadvantaged pupils is tracked systematically using SIMS and FFT Aspire, with data analysed by class, year group and pupil group:

- Half-termly Pupil Progress Meetings between class teachers and SLT focus explicitly on disadvantaged pupils, SEND, EAL and those known to be vulnerable
- Leaders evaluate the impact of quality-first teaching, adaptive strategies and interventions, not just participation
- Where data indicates underachievement, targeted support is adjusted promptly, ensuring timely intervention rather than delayed response

Interventions are evidence-informed, time-limited and reviewed regularly. Entry and exit data, alongside work scrutiny and pupil voice, are used to evaluate impact.

Attendance, Behaviour and Wellbeing

Attendance and behaviour are key indicators of impact for disadvantaged pupils:

- Attendance data is monitored daily and analysed weekly by the Attendance Officer and SLT, with a specific focus on disadvantaged and persistently absent pupils
- Trends are reviewed against previous years and national benchmarks
- Behaviour data, pastoral logs, CPOMS records and wellbeing trackers are analysed to evaluate the effectiveness of pastoral and SEMH support

This ensures that barriers linked to attendance, wellbeing and behaviour are addressed alongside academic need.

Accountability and Review

Responsibility for the impact of Pupil Premium funding is shared across leadership:

- All teachers are accountable for the progress of disadvantaged pupils in their class
- SLT collates and evaluates impact through half-termly reviews, learning walks, book scrutiny and data analysis
- Outcomes and impact are reported termly to the Trust, using FFT and internal evaluation, ensuring robust challenge and external accountability.

Leadership Oversight

Strategic oversight of Pupil Premium is led by the Headteacher, with monitoring and evaluation shared across SLT:

- Headteacher – strategic accountability
- Deputy Headteacher – attainment and progress
- AHT Inclusion & SEND – vulnerable pupils and SEND overlap
- AHT EYFS – early identification and impact in EYFS
- AHT Behaviour & Personal Development – wellbeing, engagement and attendance

This distributed leadership model ensures that Pupil Premium is not a bolt-on, but embedded within whole-school improvement and inclusion strategy.

Evaluating Impact Over Time

The school evaluates impact by considering whether:

- Disadvantaged pupils are making strong progress from their starting points
- Attainment gaps are closing over time, particularly in reading, writing and maths
- Attendance and persistent absence for disadvantaged pupils are improving
- Pupils demonstrate improved engagement, confidence and resilience
- Strategies funded by Pupil Premium represent effective use of public money, as evidenced by outcomes

Where impact is weaker than expected, leaders adapt provision swiftly, ensuring continuous improvement and alignment with EEF principles of effective implementation.

Part B: Review of outcomes in the previous academic year 2024-25

Intended outcome 2024-25	Success criteria	Impact / outcome 2025
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations demonstrate improved oral language and vocabulary acquisition for disadvantaged pupils. Through consistent delivery of a broad, balanced and enriched curriculum, pupils are exposed to and explicitly taught ambitious vocabulary. Impact is evident through triangulated evidence including pupil engagement in lessons, book scrutiny, formative assessment and pupil voice. Disadvantaged pupils demonstrate increased confidence and a widening range of vocabulary in both spoken language and written outcomes.</p>	<p>In 2024–25, strong progress has been seen in pupils' oral language development through a whole-school focus on vocabulary progression and targeted interventions, particularly in EYFS and KS1. The consistent implementation of the vocabulary progression document, alongside curriculum enrichment, has ensured that disadvantaged pupils are regularly exposed to and confidently use subject-specific language across the curriculum. This impact has been validated through lesson observations, formative assessment and pupil voice, which show increased engagement and improved articulation.</p> <p>In Year 1, 79% of pupils passed the Phonics Screening Check, in line with national outcomes (80%). 60% of the cohort were disadvantaged, with 71% of disadvantaged pupils achieving the expected standard, exceeding national outcomes for disadvantaged pupils (67%) and representing an improvement on 2024 (68%). This continues an overall upward trend from 58% in 2022 and 73.6% in 2023. Rapid phonics interventions have further supported progress, enabling 45 pupils to pass, contributing to the strong overall outcome.</p>
Phonics	<p>Achieve above national average expected standard in PSC and for more than 65% of disadvantaged pupils to meet the expected standard.</p>	<p>Consistent delivery of Read Write Inc and Fresh Start, alongside early identification and targeted intervention, has ensured strong phonics outcomes. In 2024–25, 71% of disadvantaged pupils (24/34) met the expected standard, exceeding the national disadvantaged average (67%). 91% of non-disadvantaged pupils (21/23) achieved the standard, also above national (84%). Phonics remains a strength, with gaps continuing to narrow.</p>

<p>Reading: Progress in Reading Improved reading attainment among disadvantaged pupils.</p>	<p>Disadvantaged pupils (76% Y6 2024-25) achieve reading outcomes above national averages, with gaps identified early and addressed through quality-first teaching and targeted intervention.</p>	<p>Consistent reading pedagogy, FFT analysis and targeted small-group interventions have improved fluency and comprehension across KS2. Monitoring shows a narrowing gap between disadvantaged and non-disadvantaged pupils. In KS2 SATs 2025, disadvantaged pupils achieved 89% EXS and 48% GDS, significantly above national disadvantaged outcomes (63% EXS) and exceeding national non-disadvantaged performance. Reading for pleasure is increasingly embedded, with improved library use and home reading engagement among disadvantaged pupils.</p>
<p>Mathematics Progress in Mathematics Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>Disadvantaged pupils achieve mathematics outcomes above national averages, with at least 65% meeting the expected standard at the end of KS2. Gaps are identified early and addressed through quality-first teaching and targeted intervention.</p>	<p>A consistent Maths Mastery approach, strengthened through CPD and Maths Hub training, has embedded a strong whole-school pedagogy. Disadvantaged pupils have benefited from the three-teacher model and the use of diagnostic assessment to close gaps. Monitoring shows improved confidence, resilience and problem-solving skills. In KS2 SATs 2025, 84% of disadvantaged pupils achieved the expected standard (national disadvantaged 61%), demonstrating accelerated progress and a significantly narrowed gap. Non-disadvantaged outcomes were also strong (93% vs national 80%.</p>
<p>Writing Progress in Writing Improved writing attainment for disadvantaged pupils at the end of KS2</p>	<p>Disadvantaged pupils achieve writing outcomes above national averages, with at least 65% meeting the expected standard at the end of KS2. Gaps are identified early and addressed through quality-first teaching and targeted intervention.</p>	<p>Writing outcomes have improved through the consistent implementation of Talk for Writing and the Voice 21 Project, alongside targeted CPD focused on transcription and dictation. Disadvantaged pupils demonstrate increased stamina, structure and confidence in writing. Moderation across phases confirms a higher proportion of pupils working at age-related expectations, with gaps continuing to narrow. In KS2 SATs 2025, 70% of disadvantaged pupils achieved the expected standard, exceeding the national disadvantaged average (59%).</p>

Year 6	Whole school	National	National PP	School PP	School Non-PP
No. of PP pupils: 44/59	Y6 2024-25 ARE Attainment				
R W M (Comb)	75%	62%	47%	68%	93%
R	90%	75%	63%	89%	93%
W	76%	72%	59%	70%	93%
M	86%	74%	61%	84%	93%
National picture 2024-25	Bloxwich Academy Primary 2024-25				
<i>In 2025, 32% of pupils at the end of key stage 2 were considered disadvantaged</i>	<i>At Bloxwich Academy at the end of KS2, 75% pupils were considered disadvantaged, 43% higher than national.</i>				
<i>Nationally in reading, writing and maths (combined), 47% of disadvantaged pupils met the expected standard in 2025, compared to 69% of other pupils, a difference of 22 percentage points. This is the same 22 percentage points as in 2024. The attainment gap between disadvantaged pupils in Year 6 and their more affluent peers has narrowed but is still bigger than it was before the pandemic.</i>	<i>At Bloxwich Academy Primary, 68% disadvantaged met the combined in reading, writing and maths, 21% higher than national.</i>				
<i>Nationally pupils performed best at reading - 63 per cent of disadvantaged pupils met the expected standard and 81 per cent of non-disadvantaged pupils.</i>	<i>At Bloxwich Primary attainment in reading has remained constant with disadvantaged achieving 89% outperforming national disadvantaged by 26%. Our non-disadvantaged also outperformed national by 12% - 93%</i>				
<i>Nationally lowest figures were in writing, with 59 per cent of disadvantaged pupils meeting the standard, and 78 per cent of their more affluent peers.</i>	<i>At Bloxwich, in writing, the gap still remains between PP and Non-PP pupils and is a priority in this year's strategy. In 2024-25 70% disadvantaged achieved EXS+ vs non-disadvantaged 93%. In GDS 11% of PP achieved the greater depth standard compared to 40% of their non-PP peers.</i>				

<p>Nationally in maths, with 61% per cent of disadvantaged pupils meeting the standard, and 80% per cent of their more affluent peers.</p>	<p>At Bloxwich Primary attainment in maths has remained constant with 84% disadvantaged pupils achieving EXS out performing national disadvantaged by 23%. 93% of our non-disadvantaged pupils achieved EXS+, also outperforming national by 13%</p>
<p>Reception baseline To achieve higher GLD baseline into reception – higher exit levels from nursery.</p>	<p>Nursery provision capacity increased, teaching with a qualified teacher increasing the entry levels into reception. Our catchment area is historically always below national. Due to extra provision and intense provision provide the % of 7 ELG will increase and prepare improve the chances of achieving GLD in reception.</p> <p>Increased Nursery capacity, including provision led by a qualified teacher, has raised entry-level attainment into Reception, particularly for disadvantaged pupils from historically low starting points. On entry in September 2025, attainment across all seven ELGs improved year on year, with notable gains in Literacy (26% vs 19% in 2024), Mathematics (36% vs 28%) and Understanding the World (38% vs 33%). Communication and Language remains a relative need but is stable and improving (30% in 2025). Improvements are directly linked to PP-funded early intervention, high-quality Nursery provision and parental engagement, resulting in increased readiness for Reception and improved prospects for achieving GLD.</p>

Reception intake ARE % Seven ELG

	CL	PD	PSED	L	M	UW	EAD
SEPT '25	30%	24%	34%	26%	36%	38%	36%
SEPT '24	31%	21%	28%	19%	28%	33%	29%
SEPT '23	28%	24%	27%	15%	18%	15%	19%

<p>Improved GLD attainment of disadvantaged pupils at the end of Reception.</p>	<p>Reception outcomes in 2024/25 show more than 76% of disadvantaged pupils achieved GLD, with the whole cohort achieving 66%</p>	<p>In 2024–25, 66% of children achieved a Good Level of Development, which is 2 percentage points below the national average of 68%. This represents a slight dip compared to 2023 (70%) and 2024 (71%), and reflects the increasing complexity of cohorts, including higher proportions of SEND, speech and language delay, and reduced access to early-years provision locally following the closure of Sure Start.</p>
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		<p>Despite this, outcomes remain strong for context and broadly in line with national over time. Disadvantaged (Pupil Premium) Outcomes – A Key Strength. In contrast, disadvantaged pupils performed exceptionally well in 2024–25:</p> <ul style="list-style-type: none"> • 76% of disadvantaged children achieved GLD • This is over 10 percentage points above the national average • It is also significantly above the school's overall GLD <p>This represents a marked improvement from previous years:</p> <ul style="list-style-type: none"> • 52% in 2022 • 59% in 2023 • 62% in 2024 • 76% in 2025 <p>This demonstrates that the gap has not only closed but reversed, which inspectors will see as a significant strength.</p>
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Year	Number of children	% of EYFS achieving GLD	Number of PP children	% of EYFS PP achieving GLD	National Average	Difference school and national	Walsall LA
2022	28/51	55%	13/ 25	52%	65%	-10%	59%
2023	37/53	70%	17/29	59%	67	+3%	64%
2024	40/56	71%	16/26	62%	67%	+4%	66%
2025	37/56	66%	25/34	76%	68%	-2%	66%

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>To continue to sustain high levels of wellbeing as demonstrated in 2023/24 demonstrated by: qualitative data from pupil voice, pupil and parent/carer surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. The school will provide a wellbeing offer that improves the children's strategies, esteem and resilience in school and home life.</p> <p>This will be evidenced in:</p> <ul style="list-style-type: none"> - qualitative data from pupil voice, pupil and parent surveys and teacher observations, moodtracker. 	<p>Wellbeing continues to be a secure strength and underpins pupils' readiness to learn, particularly for disadvantaged pupils. Evidence from pupil voice, staff observations, pastoral records and the Mental Health & Wellbeing Tracker shows that pupils feel safe, supported and confident in school. Disadvantaged pupils access a strong, graduated wellbeing offer, including ELSA, counselling, nurture provision, mentoring and trauma-informed classroom practice. These supports are targeted early through daily and weekly briefings, mood tracking</p>
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	<p>- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>	<p>and safeguarding intelligence, ensuring emerging needs are identified before they escalate. Participation in enrichment and leadership opportunities has increased significantly, with disadvantaged pupils making up 57% of club places and holding leadership roles across the school. This demonstrates improved confidence, sense of belonging and engagement beyond the classroom.</p> <p>The impact of wellbeing provision is evidenced through: improved emotional regulation and engagement in lessons reductions in behaviour incidents (34.2% reduction in high-level incidents over two years) improved attendance and reduced anxiety-related absence positive pupil and parent voice confirming pupils feel happy, safe and supported.</p> <p>The school's trauma-informed and attachment-aware practice, recognised through the LA Platinum Award, ensures wellbeing is embedded in daily teaching rather than delivered as a bolt-on intervention.</p> <p>Disadvantaged pupils demonstrate improved emotional regulation, higher participation in enrichment, stronger engagement with learning and increased confidence, all of which contribute directly to improved attendance, behaviour and academic outcomes.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Ensure attendance of disadvantaged pupils is above 95%. Close the % attendance gap between disadvantaged pupils and their non-disadvantaged peers from 2023-24. Reduce the percentage of all pupils who are persistently absent will be more in line with the national % and the figure for disadvantaged pupils will be no more than 3-5% from pupils who are not PP. To give all pupils the</p>	<p>Attendance for disadvantaged pupils has shown clear, sustained improvement and is now a strength. In 2024-25, Pupil Premium attendance rose to 93.2%, up from 91.0%, and is now above the national FSM average (92.2%).</p> <p>Persistent absence has reduced year on year, including for disadvantaged pupils, as a result</p>

	<p>best chance to be fully prepared and successful in their next stages of their learning. Through the implementation of effective systems and processes, ensure that all non-attendance is challenged and support given. The impact being that attendance for disadvantaged and vulnerable children is at/above the national averages and the school target of 95%.</p>	<p>of a highly proactive, data-led approach. Attendance is monitored daily and reviewed weekly by SLT and safeguarding leaders, with disadvantaged pupils prioritised for early intervention.</p> <p>Targeted actions included:</p> <ul style="list-style-type: none"> • first-day calling and rapid follow-up • home visits and Family First referrals • personalised attendance plans • close involvement of the AHT Inclusion/SENCo and pastoral team • use of breakfast club and wraparound provision to remove practical barriers <p>Attendance improvement is sustained in-year, not just at end-of-year points. At the same point last year, attendance was lower, demonstrating that improvement is embedded rather than short-term.</p> <p>Comparative data strengthens this judgement: The school ranks 6th out of 21 similar schools (Nov' 2025) for both overall attendance and persistent absence.</p> <p>Attendance gaps between disadvantaged pupils and national FSM averages have closed and reversed. The attendance target has been successfully met and sustained. Disadvantaged pupils now attend regularly, persistent absence continues to fall, and attendance practice is inclusive, well-coordinated and embedded across the school. This has had a direct positive impact on pupils' engagement, wellbeing and achievement.</p>
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Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Programme Provider
TTRs	trockstars.com
Spelling Bee	https://www.spellingshed.com/en-gb/
Accelerated Reader	https://www.renaissance.com/products/accelerated-reader/
Class Dojo	https://www.classdojo.com/en-gb/?redirect=true
Learn by Questions	https://www.lbq.org/
Test base	https://www.testbase.co.uk/
FFT Lightning Squad	https://fft.org.uk/tutoring/
Voice 21 Oracy Programme	https://voice21.org/
Moodtracker	https://www.saasschools.com/moodtracker
One Goal Mental Health Champions	https://www.onegoal.co.uk/
Developing expert's science	https://www.developingexperts.com/
Boom reader	https://www.boomreader.co.uk/
NGRT	https://www.gl-assessment.co.uk/assessments/new-group-reading-test/
RWI	https://www.ruthmiskin.com/
Fresh Start	https://www.ruthmiskin.com/programmes/fresh-start/about/
Zones of regulation	https://zonesofregulation.com/

Literacy shed & Spelling Shed	https://www.literacyshed.com/
Write stuff	https://www.janeconsidine.com/jane-considine-TWS-online-training
Ten town	https://tentown.co.uk/
2Simple Evidence Me	https://www.2simple.com/evidenceme/
WEDUC	https://www.reachmoreparents.com/
CPOMS	https://www.cpoms.co.uk/
ELSA	https://www.elsa-support.co.uk/about-elsa-support/
JIGSAW PSHE	https://jigsawpshe.online/
Charanga	https://charanga.com/site/musical-school/
Mr French	https://mrFrench.uk/
FFT	https://fft.org.uk/fft-aspire/
Colourful semantics	https://www.structural-learning.com/post/colourful-semantics-a-teachers-guide
White Rose Mathematics	https://whiteroseeducation.com/resources
White Rose Science	https://whiteroseeducation.com/resources/science/primaryprovision
Curriculum Maestro	https://my.cornerstoneseducation.co.uk/
Provision Map	TES